

LEA SLO Implementation Self-Assessment

LEA _____

Date _____

Team Members _____

Reflect on how prepared your LEA is on setting policies and procedures for the SLO Implementation. 1 – Not At All 2 – Somewhat 3 – Adequately 4 - Highly				<h2 style="text-align: center;">SLO Implementation Considerations</h2>			
				Build Capacity to Integrate Initiatives			
1	2	3	4	Departmental Considerations <ul style="list-style-type: none"> How will the vision of using SLOs be established? By whom? How can the SLO Process be integrated into the LEA's current goals (CIP's, SIP's, AzCCRS, State Assessments, RTI, PLCs, etc.)? What department(s) will be most affected and require additional support for SLO implementation? Who will be the central point person (SLO Liaison) to ensure the success of the SLO implementation process? 			
1	2	3	4	Overarching Consideration <ul style="list-style-type: none"> Will differences in class size, school levels and instructional time, special needs etc., warrant separate or additional consideration to ensure fairness and equity? 			
1	2	3	4	Flexibility vs. Standardization <ul style="list-style-type: none"> Will the LEA preference be to allow for greater flexibility from school to school and teacher to teacher or to standardize the process where feasible? 			
1	2	3	4	Breadth of Involvement <ul style="list-style-type: none"> Who will be expected to craft SLOs? Which of the following categories of staff members will be included: Group B teachers, Group A teachers, itinerant teachers, part-time teachers, assistant principals, academic coaches, other staff positions, etc.? Who (which departments/personnel) will be expected to assist in the SLO development process? How will this assistance be offered to the sites? 			
				Create Consistent Quality Practices and Common Language			
1	2	3	4	SLO Process: Establish Levels of Preparedness Groups <ul style="list-style-type: none"> What multiple data points are needed to assign the students into Levels of Preparedness? How will the previous years' data be provided to the teachers? How will teachers with multiple classes group their students? 			
1	2	3	4	SLO Process: Setting the SLO Achievement Goal <ul style="list-style-type: none"> Who will set the SLO Achievement Cut Score? Will it be the same for all content areas and all students in the school/LEA? How will the rationale be documented to explain the selected Achievement Cut Scores? Who will decide what standards, and how many, will be required for each course for the SLO Achievement Goals? 			

1	2	3	4	Content Standards and Interval of Instruction <ul style="list-style-type: none"> Who will decide what standards, and how many, will be required for each course for the SLO Growth Goals? To what extent should/must the AzCCRS be integrated into the SLO process for Group B teachers? How will the teachers document that the AZ Content Standards are reflected in the SLO process? What options will be permitted for the interval of instruction (i.e., year, semester, quarter)? To what extent should pacing and sequencing of key learning experiences be referenced?
1	2	3	4	SLO Process: Option #1 SLO Growth Goals using Levels of Preparedness Groups and/or SLO Process: Option #2 SLO Growth Goals using Individual Student Growth Targets <ul style="list-style-type: none"> Who will decide whether a teacher will use Option #1 or Option #2, or a combination of both (i.e., each teacher, grade/dept., committee, and/or administration)? Who will set the SLO Growth Cut Score for each Level of Preparedness group or individual students? How will the rationale be documented to explain why the Growth Cut Scores were selected? What will be the minimum acceptable Growth Cut Score to ensure rigor? What impact will the amount of time a staff member has with each student have on the SLO Growth Cut Scores? (“Specials” or P.E. teachers who only see students once per week) What process will be used to decide how to set cut scores for special student populations, such as ELL, SPED, AP, and Gifted, etc.?
				Build Principal And Teacher Capacity And Support
1	2	3	4	SLO Professional Learning <ul style="list-style-type: none"> What SLO professional learning will be provided to LEA staff (i.e., SLO process, assessment literacy, data literacy)? To what extent is SLO professional learning required? How will make-up and late-hire SLO professional learning be handled during the year? What will the content, format (face-to-face, virtual) and timeframe be for the SLO professional learning? How will the LEA determine the impact of the SLO professional learning on a teacher’s practice?
1	2	3	4	General Decisions <ul style="list-style-type: none"> How will the approval process for the SLO Goals be structured to ensure a quality monitoring process? Who will be permitted to approve the SLO Goals and how will it be documented? Will a rubric be used in assessing the quality of Goals to determine rigor and comparability? How will disputes within the SLO approval process be handled? How will the SLO workflow be managed (i.e., electronic platform, hard copies, electronic documents) for assessments, data collections, due dates, collaboration, and/or other?
1	2	3	4	Due Dates <ul style="list-style-type: none"> What due dates need to be established (i.e., training, development, approvals, revisions, summative assessments, and/or reporting results)? How will these dates be communicated? How will compliance with due dates be monitored? What procedures are needed if due dates are missed?

				Develop Assessment Literacy For All Staff
1	2	3	4	Baseline and Summative Assessments <ul style="list-style-type: none"> How will the LEA assist teachers in assessment literacy? When would it be appropriate for the Baseline Assessment to be the same as the Summative Assessment? How strongly should the structure, format, and content of the Baseline Assessment parallel the Summative Assessment? Can multiple data points and assessments be used for both the Baseline and Summative Assessments? How will they be weighted? (portfolio approach)
1	2	3	4	Assessment Approval Process <ul style="list-style-type: none"> What procedures need to be included in the SLO assessment process to assure a high level of validity, reliability, and alignment (i.e., approval of assessments and quality of assessments)? How will administration of assessments be determined? Who will be permitted to score assessments? How will performance assessments be scored? How will inter-rater reliability be assured, especially for performance based assessments?
				Create Data Management Systems
1	2	3	4	Calculating Outcomes <ul style="list-style-type: none"> How will SLO results translate into the Student Academic Progress Data portion of a Teacher's Evaluation (e.g., will each SLO comprise a percentage or a certain amount of points of the Academic Progress Data portion)? <i>Remember that 33% of a teacher's evaluation must be based on Student Academic Progress Data, and 20% of the total evaluation be based on growth.</i> When multiple SLOs are used, how will they be weighted?
1	2	3	4	Data Entry <ul style="list-style-type: none"> Must SLO assessments be attached, (hard copy or electronically) as part of the SLO Process? (See Step 3: AZ SLO Template) What documents will be required to connect teachers with the students included in the SLO?

How ready is your LEA to implement SLOs?	Low		Adequate		High	
What foundational work needs to be done and in what area? List the next steps. Put an X in the box of the section you will focus on first.	Build Capacity To Integrate Initiatives		Create Consistent Quality Practices And Common Language	Build Principal And Teacher Capacity And Support	Develop Assessment Literacy For All Staff	Create Accurate Data Management Systems